



Shelter 3: guest speaker



Number three in a series of three lessons

- Shelter 1: what you know
- Shelter 2: shared reading of new information
- **Shelter 3: guest speaker**

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓ (Yr 2/3)			

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
	✓		✓			✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓		✓		

TOPIC INFORMATION

PURPOSE

To provide an opportunity for children to learn about people's need for shelters and the types of shelters that traditional Aboriginal people used to live in.

STUDENT OUTCOMES

Students:

- describe uses and types of shelters generally,
- describe types of shelters used by traditional Aboriginal people, and
- learn some Aboriginal words for 'house'.

KEY BACKGROUND POINTS

Students need to understand:

- why people need/ use shelters;
- different types of shelters;
- different types of shelters for different areas/environments;
- Aboriginal people were nomadic, therefore shelters were not permanent; and
- as there are many Aboriginal languages there are many words for 'house'.

CULTURAL & PROTOCOL CONSIDERATIONS

Consult with your local Aboriginal community and work in partnership with AIEOs and other Aboriginal staff within the school to ensure content is culturally appropriate and from your region. If you're using content from other regions it is important to discuss where it comes from with your students.





RESOURCES

Medium	Author, producer, developer etc	Title	Source
book	Anne Davis, Alwyn Evans	<i>Know Australia</i>	Australian Teaching Aids Publishing

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- mind maps (from previous lessons)

LESSON STEPS

Preparation

- **Consult** with AIEO or community to find out a suitable guest speaker for your area.
- **Arrange** to meet with the guest speaker beforehand to plan presentation.
- **Discuss** the understandings students currently have about traditional Aboriginal shelters and the need for shelter.
- **Ask** the guest speaker to share their knowledge of types of shelters used by traditional Aboriginal people and the way they were constructed or located, demonstrating how to build a shelter, if possible.
- **Inform** the guest speaker that the students will be encouraged to ask them questions, so to allow time for this.
- **Discuss** with students about what is expected of them in terms of listening skills and showing respect when the guest speaker is sharing their knowledge.
- **Brainstorm** for questions students might ask to find out more information to add to their mind map.

Implementation

Whole Class

- **Introduce** the guest speaker and what they are going to talk about.
- **Students listen** for new information that they could add to their mind maps.
- **Encourage** students to ask the guest speaker questions to find out more.
- **Thank** guest speaker for their presentation.

After guest speaker leaves

- **Ask** students to talk to an older member of their family, e.g. great grandparents / grandparents to find out what shelter they used to live in.
- **Brainstorm** some questions they could use to find out this information.

Follow up lesson:

- Students draw the type of shelter that their great grandparents lived in and share with the class.

ASSESSMENT

- Students add new information to their mind map using a different colour.
- Compare the information they first listed with their latest understandings.
- Observations of questions asked and if the information shared by the guest speaker is reflected on the mind map.

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